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Richardson, *On the Trail of the Immigrant*, by E. A. Steiner, and at the end of each month the student is expected to hand in a review of one of these books, setting forth the content of the book and writing his opinion of it.

#### IV. RESULTS

The system of presenting elementary economics has been rather satisfactory. The student's interest has been secured and aroused and he has been led to continue his work in economics because he feels that economics is an important means of bringing him into contact with the activity of modern life. The work is done willingly because it is made interesting, and the freshmen in most cases secure some idea of the real significance of economic forces.

SCOTT NEARING

UNIVERSITY OF PENNSYLVANIA

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#### THE EXPERIENCE AT COLUMBIA

Originally at Columbia, as elsewhere, elementary economics was taught by quiz work by the single professor. When the School of Political Science was started twenty-five years ago, or more, and university work developed, the time and energy of the professor, as well as of the new professors who were added from time to time, were occupied chiefly with the graduate work. As the undergraduate classes increased they were put in charge of younger men, in sections. About fifteen years ago the manner of conducting the work was modified. The senior professor gave lectures two hours a week, and the large class was then divided up into sections, each instructor managing several sections. This plan soon disclosed its weaknesses and before long we adopted the plan which is at present pursued; that is to say, the professor gives a lecture once a week, and the sections meet twice a week. The object of the lecture by the professor is to give the students a point of view and to awaken an interest in the subject-matter that they are to discuss during the next two sessions. An important change, however, has been brought about by the fact that the quiz work is no longer done by young

men of little experience, but by men of considerable experience. Our ideal is to have the teaching done by men of professorial grade; at Columbia we have recently adopted the plan of having teaching professors as well as research professors. The research professors devote the whole or almost all of their time to purely university work and research; the teaching professors, who are put on the same level of salary and dignity, devote the whole or most of their time to teaching, with perhaps a single course or half-course in the university proper, so as to keep in touch with the graduate students. This plan was initiated only a short time ago by the appointment of Professor Mussey as teaching professor, and we have associated with him one or two other men of great experience and ability, who, within a very short time will also be made professors.

In the college proper I give the single lecture and my younger colleagues do the quizzing. In the Schools of Applied Science, where economics is now compulsory, Professor Seager gives the lecture and his colleagues do the quizzing. We have found this plan to work admirably, and would not for a moment think of reverting to the former plans which have been tried and which have failed—namely, two lectures and one quiz hour, or on the other hand the devoting of the lecture to subjects not connected with the work of the succeeding sessions.

The estimation in which the course is held may be judged from the fact that the last senior class on graduating voted the course in elementary economics the most useful course that they had in college.

I might add that each of the quiz sessions is begun by a ten-minute written exercise in answer to some question.

My experience in dealing with graduates of other colleges, even including some of the large ones, is that the students we get are often found lamentably deficient in the fundamental principles, and we frequently have to put our graduate students first through our elementary course before admitting them to candidacy for the higher degrees.

EDWIN R. A. SELIGMAN